INDEX

to

EDUCATIONAL ADMINISTRATION QUARTERLY

Volume 31

Number 1 (February 1995) pp. 1-168
Number 2 (May 1995) pp. 169-336
Number 3 (August 1995) pp. 337-504
Number 4 (November 1995) pp. 505-672

Authors:

ADAMS, E. ANN, see Pounder, D. G.

ANDERSON, LORIN W., and J. ROBERT SHIRLEY, "High School Principals and School Reform: Lessons Learned From a Statewide Study of Project Re:Learning," 405.

BEERS, MARY K., see Janney, R. E.

BEGLEY, PAUL T., "Using Profiles of School Leadership as Supports to Cognitive Apprenticeship," 176.

BJÖRK, LARS G., and RICK GINSBERG, "Principles of Reform and Reforming Principal Training: A Theoretical Perspective," 11.

BOSSERT, STEVEN T., see Ogawa, R. T.

BULL, BARRY L., and MARTHA M. McCARTHY, "Reflections on the Knowledge Base in Law and Ethics for Educational Leaders," [Perspectives] 612.

CONLEY, DAVID T., and PAUL GOLDMAN, "Reactions From the Field to State Restructuring Legislation," 511.

CORRIGAN, STEPHANIE ZWEIG, "Expert Problem Solving: Evidence From School and District Leaders," [Book Review] 647.

CUSICK, PHILIP A., see OKEY, T. N.

DILLARD, CYNTHIA B., "Leading With Her Life: An African American Feminist (Re)Interpretation of Leadership for an Urban High School Principal," 538.

DRIVER, CYRUS, see Kirp, D. L.

ELMORE, RICHARD F., "Teaching, Learning, and School Organization: Principles of Practice and the Regularities of Schooling," 355.

ENGLISH, FENWICK W., "Toward a Reconsideration of Biography and Other Forms of Life Writing as a Focus for Teaching Educational Administration," 203.

FOWLER, FRANCES C., "The Neoliberal Value Shift and Its Implications for Federal Education Policy Under Clinton," 38.

GINSBERG, RICK, see Björk, L. G.

GOLDMAN, PAUL, see Conley, D. T.

GOTTLIEB, ESTHER E., "Multicultural Education," [Book Review] 657.

GREENFIELD, WILLIAM D., JR., "Toward a Theory of School Administration: The Centrality of Leadership," 61.

GRIFFITHS, DANIEL E., "[Review of] *Greenfield on Educational Administration—Toward a Humane Science*," [Book Review] 151.
JACOBS, RICHARD M., "[Review of] *Building an Ethical School: A Practical Response to the Moral Crisis in Schools*," [Book Review] 495.
JANNEY, RACHEL E., MARTHA E. SNELL, MARY K. BEERS, and MARIA RAYNES, "Integrating Students With Moderate and Severe Disabilities: Classroom Teachers' Beliefs and Attitudes About Implementing an Educational Change," 86.
KIRP, DAVID L., and CYRUS DRIVER, "The Aspirations of Systemic Reform Meet the Realities of Localism," 588.
LAIBLE, JULIE, see Scheurich, J. J.
LOMOTEY, KOFI, "Social and Cultural Influences on Schooling: A Commentary on the UCEA Knowledge Base Project, Domain I" [Perspective] 294.
MARSHALL, CATHERINE, "Imagining Leadership," [Perspective] 484.
MAXCY, SPENCER J., "Beyond Leadership Frameworks," [Perspective] 473.
McCARTHY, MARTHA, see Bull, B. L.
McCLURE, MAUREEN W., "More Books, More Topics, Less Time to Read: The Dilemma of Attention" [Book Reviews], 323.
MERCHANT, BETTY, "A Reaction to Lomotey's Article: Social and Cultural Influences on Schooling: A Commentary on the UCEA Knowledge Base Project, Domain I" [Perspective], 304.
MILLER, CARYL J., see Picus, L. O.
MOHRMAN, SUSAN ALBERS, see Robertson, P. J.
OGAWA, RODNEY T., and STEVEN T. BOSSERT, "Leadership as an Organizational Quality," 224.
OGAWA, RODNEY T., see Pounder, D. G.
OKEY, TED N., and PHILIP A. CUSICK, "Dropping Out: Another Side of the Story," 244.
PICUS, LAWRENCE O., and CARYL J. MILLER, "Cost and Service Delivery Trade-Offs in Providing Educational Services for Students With Severe Disabilities," 268.
PLANK, DAVID N., "[Review of] *The Reconstruction and Development Programme*," [Book Review] 158.
POUNDER, DIANA G., RODNEY T. OGAWA, and E. ANN ADAMS, "Leadership as an Organization-Wide Phenomena: Its Impact on School Performance," 563.
PRESTINE, NONA A., "Crisscrossing the Landscape: Another Turn at Cognition and Educational Administration," [Perspectives] 134.
RAYNES, MARIA, see Janney, R. E.
ROBERTSON, PETER, J., PRISCILLA WOHLSTETTER, and SUSAN ALBERS MOHRMAN, "Generating Curriculum and Instructional Innovations Through School-Based Management," 375.
ROWAN, BRIAN, "Learning, Teaching, and Educational Administration: Toward a Research Agenda," 344.
ROWAN, BRIAN, "Research on Learning and Teaching in K-12 Schools: Implications for the Field of Educational Administration," [Perspectives] 115.
SCHEURICH, JAMES JOSEPH, and JULIE LAIBLE, "The Buck Stops Here—In Our Preparation Programs: Educative Leadership for All Children (No Exceptions Allowed)" [Perspective], 313.
SHIRLEY, J. ROBERT, see Anderson, L. W.
SLATER, ROBERT O., "The Sociology of Leadership and Educational Administration," [Perspectives] 449.

SNELL, MARTHA E., see Janney, R. E.
STRIKE, KENNETH A., "Ethics, Inclusiveness, and the UCEA Knowledge Base," [Perspectives] 631.
SYKES, GARY, "Learning, Teaching, and Administering—A Response to Rowan," [Perspectives] 143.
TATE, WILLIAM F., "School Mathematics and African American Students: Thinking Seriously About Opportunity-to-Learn Standards," 424.
UTLEY, BONNIE L., "[Review of] *Leadership in Educational Reform: An Administrator's Guide to Change in Special Education*," [Book Review] 161.
WEAVER, JOHN, "[Review of] *Power Plays, Power Works*," [Book Review] 493.
WOHLSTETTER, PRISCILLA, see Robertson, P. J.
VAN GEEL, TYLL, "Response to 'Reflections on the Knowledge Base in Law and Ethics for Educational Leaders,' " [Perspectives] 639.

Articles:

"The Aspirations of Systemic Reform Meet the Realities of Localism," Kirp and Driver, 588.
"Cost and Service Delivery Trade-Offs in Providing Educational Services for Students With Severe Disabilities," Picus and Miller, 268.
"Dropping Out: Another Side of the Story," Okey and Cusick, 244.
"Generating Curriculum and Instructional Innovations Through School-Based Management," Robertson et al., 375.
"High School Principals and School Reform: Lessons Learned From a Statewide Study of Project Re:Learning," Anderson and Shirley, 405.
"Integrating Students With Moderate and Severe Disabilities: Classroom Teachers' Beliefs and Attitudes About Implementing an Educational Change," Janney et al., 86.
"Leadership as an Organizational Quality," Ogawa and Bossert, 224.
"Leadership as an Organization-Wide Phenomena: Its Impact on School Performance," Pounder et al., 563.
"Leading With Her Life: An African American Feminist (Re)Interpretation of Leadership for an Urban High School Principal," Dillard, 538.
"Learning, Teaching, and Educational Administration: Toward a Research Agenda," Rowan, 344.
"The Neoliberal Value Shift and Its Implications for Federal Education Policy Under Clinton," Fowler, 38.
"Principles of Reform and Reforming Principal Training: A Theoretical Perspective," Björk and Ginsberg, 11.
"Reactions From the Field to State Restructuring Legislation," Conley and Goldman, 511.
"School Mathematics and African American Students: Thinking Seriously About Opportunity-to-Learn Standards," Tate, 424.
"Teaching, Learning, and School Organization: Principles of Practice and the Regularities of Schooling," Elmore, 355.
"Toward a Reconsideration of Biography and Other Forms of Life Writing as a Focus for Teaching Educational Administration," English, 203.
"Toward a Theory of School Administration: The Centrality of Leadership," Greenfield, 61.
"Using Profiles of School Leadership as Supports to Cognitive Apprenticeship," Begley, 176.

Perspectives:

"Beyond Leadership Frameworks," [Response to Commentary] Maxcy, 473.
"The Buck Stops Here—In Our Preparation Programs: Educative Leadership for All Children (No Exceptions Allowed)," Scheurich and Laible, 313.
"Crisscrossing the Landscape: Another Turn at Cognition and Educational Administration," [Response to Commentary] Prestine, 134.
"Ethics, Inclusivenes, and the UCEA Knowledge Base," [Response to Commentary] Strike, 631.
"Imagining Leadership," [Response to Commentary] Marshall, 484.
"Learning, Teaching, and Administering—A Response to Rowan," Sykes, 143.
"A Reaction to Lomotey's Article: Social and Cultural Influences on Schooling: A Commentary on the UCEA Knowledge Base Project, Domain I," Merchant, 304.
"Reflections on the Knowledge Base in Law and Ethics for Educational Leaders," Bull and McCarthy, 612.
"Research on Learning and Teaching in K-12 Schools: Implications for the Field of Educational Administration," [Commentary] Rowan, 115.
"Response to Reflections on the Knowledge Base in Law and Ethics for Educational Leaders," [Response to Commentary] van Geel, 639.
"Social and Cultural Influences on Schooling: A Commentary on the UCEA Knowledge Base Project, Domain I," Lomotey, 294.
"The Sociology of Leadership and Educational Administration," Slater, 449.

Book Reviews:

"[Review of] *Building an Ethical School: A Practical Response to the Moral Crisis in Schools*," Jacobs, 495.
"Expert Problem Solving: Evidence From School and District Leaders," Corrigan, 647.
"[Review of] *Greenfield on Educational Administration—Toward a Humane Science*," Griffiths, 151.
"[Review of] *Leadership in Educational Reform: An Administrator's Guide to Change in Special Education*," Utley, 161.
"More Books, More Topics, Less Time to Read: The Dilemma of Attention," McClure, 323.
"Multicultural Education," Gottlieb, 657.
"[Review of] *Power Plays, Power Works*," Weaver, 493.
"[Review of] *The Reconstruction and Development Programme*," Plank, 158.